



High View Learning Centre Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. Daily learning is posted to the Seesaw platform and live learning can be accessed via Zoom by pupils from the first day of absence.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We will teach the same curriculum remotely as we do in [school](#) from the first day of absence. However, initially we may need to make some adaptations in some subjects. For example, in Design Technology or Science where specific learning resources are required, we may restructure the curriculum to accommodate for aspects of learning requiring minimal resources until we can deliver the resources required at the earliest opportunity.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS	We provide daily phonics, numeracy, writing and a variety of activities across the curriculum linking with our current topic area. We encourage practical and outdoor learning experiences rather than solely paper based and digital learning.
Key Stage 1	Reading/Phonics: 30 minutes Literacy: 45 minutes Numeracy: 1 hour Spellings: 10 -15 minutes Topic: 1 hour
Key Stage 2	Reading: 30 minutes Literacy: 1 hour Numeracy: 1 hour Spellings: 10 -15 minutes Topic: 1 – 1.5 hours

Accessing remote education

How will my child access any online remote education you are providing?

Daily learning is posted to the web-based Seesaw platform and live learning takes place through Zoom. All pupils have a login and Key Stage Two pupils independently use this platform regularly in school. During periods of school closure, the school provides a daily timetable for learning between 8.30 a.m. and 3.30 p.m. to facilitate a structure and routine as well as to encourage pupils to feel part of the school community. We appreciate that not all families will be able to work in this way and as such we post pre-recorded videos and activities that can be accessed at any time of day.

When school is open and children who are absent due to isolation restrictions, daily learning is provided by the class teacher on Zoom and Seesaw that matches the learning in school as closely as possible.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We have purchased and loaned tablets/laptops to pupils so that every child in every household has their own device. The digital provision provided enables all children to engage in learning, submit their work and receive feedback through the appropriate platforms.
- We have purchased devices to enable an internet connection (for example, dongles and data cards), if pupils do not have access to the internet at home.
- If other additional/special arrangements need to be made to ensure every pupil is accessing remote learning, we will do everything we can to support families in our community. If you are a new pupil coming into school, these will be provided on entry.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Pre-recorded teaching; this may be videos and audio by the class teacher and may also include Oak National Academy, Read Write Inc and White Rose maths lessons.
- Powerpoints with audio explanations to model learning.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Long-term project work and/or internet research activities.
- All pupils (Key Stage dependent) also have access to a number of online learning portals including Spelling Shed, TT Rockstars and Purple Mash.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect all children to engage with home learning each day they would normally be in school. We would encourage all pupils to participate in daily reading and complete their literacy and numeracy work every day at minimum. We understand that school work may need to work around the working day for parents and it may not work for your family to follow the school timetable for the day. We encourage all children and families to do their best and do what you can.
- We would encourage parents to establish a [daily routine](#) to support your child's education wherever possible. We appreciate some days are more difficult than others for families and work commitments can hinder support for younger children from parents. However, pupils in Key Stage Two will generally be able to access their remote learning independently and have means to contact the teacher through the comments on Seesaw if they need further support.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- We check every pupils' engagement with remote education on a daily basis.
- If a child has not completed their home learning, or is regularly not engaging on Seesaw, we will contact parents via Class Dojo or a phone call to find out what school can do to support and to share school expectations of home learning. The school is adhering to its regular [attendance policy](#) when monitoring attendance on remote learning as published on the school's website.
- Where engagement with home learning becomes more of a concern, the Attendance Officer will contact parents/carers via a phone call to work with them on what can be done further. In the event of continued lack of engagement with home learning we will contact the Education Welfare Officer. Children who are not taking part in Education can be considered Children Missing from Education and this has to be reported to the Local Authority.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- All work posted by pupils will be marked. When this work is posted in the evenings, any marking and feedback will not be given until the next school day. We will 'like' or 'comment' on pieces of work through the Seesaw application, therefore all completed work needs to be posted on Seesaw. Each child should receive personalised, developmental feedback via audio/Zoom/SeeSaw on their learning for that day. If additional support is needed, parents or pupils can contact school by sending a message on Seesaw and the class teacher will contact you when they are able to. Children can also feedback to the teacher during their remote 'live learning' sessions during the day. Where it can be seen that a child has not understood their learning from their work, the teacher will arrange a 1-1 session via Zoom to reteach.
- Teachers will regularly respond back to work set between 8.30 a.m. and 3.30 p.m. daily. To manage teacher workload and personal circumstances work posted on an evening will be responded to during the next school day.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- All pupils with an EHCP are entitled to a full time place in school in our Keyworker/Vulnerable provision.
- For all other parents of a pupil with SEND, the class teacher will make reasonable adjustments to their daily learning as appropriate and provide the appropriate resources. If your child is struggling to engage with remote learning and you feel you need additional support from school, then contact school at the earliest convenience, we will try to work with you to make further amendments so that the remote learning is as accessible as possible for your child. We will endeavor to ensure that children will continue to receive their personalised interventions via Zoom. For parents of younger children also, if you are struggling with any aspect of remote learning, then do contact school and we will do our best to support you.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

In order to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, we will provide the same learning that pupils receive in school from day one. When we are restricted by resources for example, we will ensure that the resources are provided at the earliest possible opportunity in the meantime we will provide a different activity related to the subject.

As class teachers are teaching throughout the school day, it may not be possible to respond to work post on Seesaw immediately. The class teacher and Teaching Assistant will endeavour to be in touch at some points in the school day and if not at the end of the school day to provide some feedback.